

***ADAPTED PRIMARY LITERATURE***  
**DALAM *AUTHENTIC SCIENCE* UNTUK MENGEMBANGKAN**  
**KETERAMPILAN RISET DAN IDENTITAS SAINS**

**TESIS**

Diajukan untuk memenuhi sebagian dari syarat untuk memperoleh  
gelar Magister Pendidikan pada bidang Pendidikan IPA



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**SEKOLAH PASCASARJANA**  
**UNIVERSITAS PENDIDIKAN INDONESIA**

**2020**

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Sebuah Tesis yang diajukan untuk salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada Program Studi Pendidikan Ilmu Pengetahuan Alam (IPA)

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Agustus 2020

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**KETERAMPILAN RISET DAN IDENTITAS SAINS**

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## PERNYATAAN KEASLIAN

Dengan ini saya menyatakan bahwa tesis dengan judul “*Adapted Primary Literature dalam Authentic Science* untuk Mengembangkan Keterampilan Riset dan Identitas Sains” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Agustus 2020

Yang membuat pernyataan,

Toni Hidayat

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***Adapted Primary Literature dalam Authentic Science***  
**untuk Mengembangkan Keterampilan Riset dan Identitas Sains**

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**Abstrak**

Tujuan penelitian ini ialah untuk menguji penggunaan *Adapted Primary Literature* (APL) sebagai sumber belajar IPA dalam mewujudkan *Authentic Science* dan mengembangkan keterampilan riset dan identitas sains siswa. Penelitian ini menggunakan pendekatan kuantitatif dan metode kuasi eksperimen. Dua kelompok siswa kelas VII suatu SMPN di Bandung dilibatkan dalam penelitian ini sebagai partisipan. Sebelum perlakuan diberikan, partisipan diberi *pretest* berupa tes keterampilan riset dan angket identitas sains. Kemudian, satu kelompok menganalisis APL dengan menggunakan model *jigsaw*. Kelompok lainnya menganalisis APL dengan menggunakan model *Numbered Heads Together* (NHT). *Posttest* diberikan kepada kedua kelompok berupa tes keterampilan riset, angket identitas sains dan angket persepsi siswa terhadap APL. Analisis secara deskriptif dan inferensial dilakukan terhadap data yang diperoleh. Hasil penelitian ini menunjukkan beberapa temuan. Pertama, siswa di kedua kelompok mempersepsikan bahwa penggunaan APL sebagai sumber belajar IPA telah berhasil mewujudkan *Authentic Science*. Kedua, keterampilan riset siswa di kedua kelompok meningkat secara signifikan. Ketiga, identitas sains siswa di kedua kelompok tidak mengalami perubahan. Keempat, korelasi hanya terdeteksi antara persepsi siswa terhadap APL dan identitas sainsnya. Korelasi tersebut bersifat positif dan dalam kategori sedang. Hasil penelitian ini menyarankan untuk mempromosikan APL kepada guru-guru IPA SMP agar penggunaan APL dalam pembelajaran IPA di SMP dapat ditingkatkan lagi frekuensinya. Dengan demikian, keterampilan riset siswa dapat berkembang secara lebih memadai. Penelitian lebih lanjut juga perlu dilaksanakan untuk menemukan suatu model pembelajaran yang dapat mengembangkan identitas sains siswa melalui penggunaan APL.

*Kata Kunci: Adapted Primary Literature, Authentic Science, Identitas Sains, Keterampilan Riset*

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## **Adapted Primary Literature in Authentic Science to Develop Research Skills and Science Identity**

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### **Abstract**

The purpose of this study was to examine the use of Adapted Primary Literature (APL) as a science learning resource in actualizing Authentic Science and developing students' research skills and science identity. This study used a quantitative approach and a quasi-experimental method. Two groups of class VII students of a SMPN in Bandung were involved in this study as participants. Before the treatment was given, participants were given a pretest in the form of a research skills test and a science identity questionnaire. Then, one group analyzed APL using the jigsaw model. The other group analyzed APL using the Numbered Heads Together (NHT) model. Posttest was given to both groups in the form of a research skills test, a science identity questionnaire and a questionnaire on students' perceptions of APL. Descriptive and inferential analysis was carried out on the data obtained. The results of this study indicate several findings. First, students in both groups perceived that the use of APL as a science learning resource has succeeded in actualizing Authentic Science. Second, the students' research skills in both groups improved significantly. Third, the students' science identity of the two groups did not change. Fourth, a correlation was only detected between students' perceptions of APL and their science identity. The correlation is positive and in the moderate category. The results of this study suggest promoting APL to junior high school science teachers so that the use frequency of APL in science learning in junior high schools can be increased. Thus, students' research skills can develop more adequately. Further research also needs to be carried out to find a learning model that can develop students' science identity through the use of APL.

*Keywords: Adapted Primary Literature, Authentic Science, Research Skills, Science Identity*

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